DOCUMENT RESUME

ED 211 197 PS 012 567

AUTHOR Bates, Sue Ann
TITLE Program Guidelines for Kindergarten.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO WSDPI-Bull-1444
PUB DATE 81
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Child Development; *Classroom Environment; *Curriculum Design; Educational Philosophy; Guidelines; *Kindergarten; *Learning Activities; *Play; Primary Education; Program Development; Scheduling; Student Teacher Relationship; Teacher Role

ABSTRACT

This document presents guidelines for kindergarten programs and identifies goals based on the physical, emotional, intellectual, and social development of children 4 to 6 years of age. Separate chapters briefly focus on the kindergarten child's brain development; the role of play in children's learning; the teacher's role in guiding play; the provision of a learning environment which offers exploration, achievement, and experimentation; and curriculum design emphasizing individual differences. Somewhat lengthier treatment is given to the components of learning centers, aspects of daily activities such as transitions and pacing, and schedule development. Some sample schedules are provided, and the special needs of a full-day kindergarten are addressed. Appendices provide the titles, prices, and sources of curriculum bulletins as well as a bibliography on kindergarten. (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211197

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PROGRAM GUIDELINES FOR KINDERGARTEN

Sue Ann Bates, Ph.D.

Supervisor, Early Childhood Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wisconsin State Dept. of Public Instruction
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Published By

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

1981

Bulletin No. 1444

PS 012567

TABLE OF CONTENTS

	Page No.
Acknowledgements	iv
Foreword	v
Philosophy	1
The Kindergarten Child	5
Children Learn Through Play	7
The Teacher's Role in Guiding Play	9
The Learning Environment	11
Learning Centers	13
Curriculum	21
Organizing the Day's Activities	23
Program Activities	27
Developing a Schedule	31
The Full-Day Kindergarten	35
Concluding Statement	41
Appendix A - Curricular Bulletins	43
Appendix B - Bibliography	45

ACKNOWLEDGEMENTS

These kindergarten program guidelines have been developed by reviewing current professional literature, curricular documents from other states and existing Wisconsin kindergarten curricular bulletins. Excerpts have been selected from chapters three, four, and five of the 1971 kindergarten curriculum bulletin, Kindergarten Experiences in Living and Learning. The writer also conferred with selected educators and is grateful for their time spent in conversations and reviewing the drafts of this document.

Special appreciation is expressed for the support and assistance given by Donald A. Anderson, Roberta Dieden, Kenneth W. Dowling, and Robert W. Kellner in the editing and rewriting process. Finally, I am particularly indebted to Kathy Addie and Evelyn O'Brien for their technical assistance in preparing this document. Thank you one and all for your assistance.

Helen Alexander
Donald A. Anderson
Eunice Bethke
Earl L. Collins
Roberta Dieden
Kenneth W. Dowling
Patricia Franke
Suzann Ganther
Michael George
Bette A. Hanson
Marge Harper
H. Michael Hartoonian
Judith Herr
Grace Iacolucci
Gordon O. Jensen
Robert W. Kellner
Priscilla Kesting
Diane Long
Marion S. Metzow
Ernestine Miller
Marge M. Miller
Corinna Moncada
Stella Rogers
Sharon Schulenberg
Nancy J. Scott
Wayne Stamm
William J. Vincent
Elizabeth Wheeler
Ralph Whiting
Jessie Zola

Sue Ann Bates

FOREWORD

Parents, school administrators, teachers, and school board members frequently ask: "What should a kindergarten program provide for the child?" "Why do certain provisions need to be considered for the kindergarten child?" "How should schools schedule for the kindergarten program?" "What does a good kindergarten look like?" These new program guidelines have been written to address these and similar questions.

Additionally, there are two current needs in kindergarten education throughout Wisconsin. First, there is the need to reaffirm the importance of a child development-activity oriented kindergarten program. And secondly, there is a need to provide guidelines for those school districts which have chosen to have a full-day kindergarten rather than the continued, widely accepted practice of half-day kindergarten programs.

Program Guidelines for Kindergarten are intended for educators, parents and other citizens who are genuinely concerned and interested in providing excellent learning opportunities for all of Wisconsin's kindergarten children.

Arnold M. Chandler, Director
Bureau for Program Development

PROGRAM GUIDELINES FOR KINDERGARTEN

PHILOSOPHY

Kindergarten should provide each child with challenges that stimulate growth and enable him/her to develop the ability to cope with the environment successfully. The kindergarten teacher is responsible for creating a learning environment that will stimulate curiosity. The teacher should value the child's questioning and attempts at problem solving, and then be willing to accept many answers. The child also needs meaningful, concrete (first-hand) experiences which are fundamental to the way a young child learns. The young child learns through play. Kindergarten should provide each child a successful experience of happy and healthy living and learning.

The goals of the kindergarten should be based on the physical, emotional, intellectual and social developmental needs of the child four to six years of age. The program should help each child to:

- Have a positive feeling about self, personal abilities and worth to society.
- Develop aesthetic sensitivity.
- Evolve standards of rights and responsibilities as a guideline for acceptable social behavior.
- Foster growth of developing body systems, enhance appropriate gross and fine motor development, and build health-related fitness.

- Learn basic concepts and skills related to the fine arts, social studies, sciences, mathematics, language arts, and physical education.
- Extend and develop his/her ability to think and plan constructively, to make and carry out choices, and to work out problems for himself/herself.

Curriculum should be planned, in keeping with the principles of child growth and development, and within the context of the culture and social era in which the child is living and learning. The pre-kindergarten and kindergarten curriculums should have a consistent, logically connected and clearly articulated relationship with the elementary school curriculum. The kindergarten is the beginning of and is an integral part of the elementary school program and as such should:

- Offer learning experiences which are in keeping with the child's natural growth and development.
- Nurture the child's curiosity and love of learning, and expand his/her world of ideas through meaningful concrete experiences.
- Reflect a continuous program directly related to the child's past experiences at home or in a preschool, present needs and future learning.
- Be developmental and sequential according to the child's initial screening, and rate and style of learning.
- Encourage the child to express his/her feelings and thoughts effectively, in a variety of ways and to gain an understanding of the feelings and thoughts of others.
- Help children experience satisfying interpersonal relationships between adults and children, and between children themselves.

- Foster a child's interest in vigorous activities for enjoyment, developmental reasons, and the maintenance of satisfactory fitness status.
- Provide an organized responsive environment in which adults and children interact with materials and each other in a positive, productive fashion.
- Have flexible scheduling which allows large blocks of time for the child's individual exploration, experimentation, and self-selection of activities.
- Involve parents as "partners" in the education of their children.
- Involve a variety of school and community resources and personnel.

THE KINDERGARTEN CHILD

Although kindergarten children have many characteristics in common, they also exhibit a wide variation and range of traits within each group. An individual child may likewise present divergent characteristics or opposite behavior in different situations or from time to time. Within any group of children there is considerable variation in physical and mental development, personality and behavior.

Much has been written about the physical development of the kindergarten child, ages four to six. The writings of Bloom, Bruner, Hunt and Piaget on mental development have also become a part of the early childhood education literature and have influenced curricular development. Writings about brain growth development, although not as well-known to early childhood educators, also have implications for program development for the child four to six years of age. Research assembled by Herman T. Epstein (1978) on brain growth gives evidence that there is a high correspondence between the age of spurts in brain growth and age of spurts in intellectual development. Through several studies, Epstein has concluded that the peaks in brain spurts are at ages 2-4, 6-8, 10-12, and 14-16 years of age. The data similarly identified that the intervening periods of plateau of brain growth occur between the ages of 4-6, 8-10 and 12-14 years.

These data concerning brain growth stages is very important to the kindergarten teacher because the child between the ages of four to six years is in a plateau period of brain growth. Epstein, Hunt and Toepfer suggest that learning experienced during the plateau intervals

should focus on helping children to consolidate, refine and mature the new and higher level thinking skills they have initiated during their recently completed brain growth spurt period. During the plateau interval, the children can learn facts and information through the use of those thinking skills they presently possess. Thus the kindergarten curriculum should not force the child to learn a lot of new academic skills which may be learned easier and better at a later age. Research has shown that learning disabilities too often are caused by starting the child in a program before he/she is ready for the activities being presented.

CHILDREN LEARN THROUGH PLAY

Piaget has stated that the basis of all learning is the child's own activity as he/she interacts with the physical and social environment. Children must be presented with situations in which they themselves experiment and try out things to see what happens. Children should be encouraged to pose questions, seek their own answers, reconcile what is found at one time with that of another, and compare their findings with those of other children.

Children learn through play activity using their senses: touching, seeing, smelling, hearing and tasting. Play is a means through which the child gains new understandings and skills in problem solving. Play also promotes motor skills and health related fitness, allows children to expand social growth, provides a measure of autonomy, gives functional practice in language, and fosters fundamental conceptual growth. Play enables children to translate knowledge, feelings, and fantasies into action; thereby expanding information and preserving the imaginative creative impulses.

Through play comes learning and conceptual development. A concept is a classification of reality. It is a key "idea" that is abstracted from experience. Concepts are built by the process of seeing relationships, categorizing, discriminating and generalizing about things that are seen, heard, and felt. Thinking about the world and ourselves is done by using concepts. Key concepts are not meant to be taught directly to the child but develop within the child by discoveries made through testing and using the concepts in meaningful experiences. The teacher

provides feedback and attaches language and reinforcement to such discoveries. Play provides the opportunity for "testing" and using concepts in a new sitution.

Therefore, if one believes that children are unique individuals, have their own learning style and rate, and learn in a variety of ways through activity; then, children must be presented with situations for discovering what happens when manipulating symbols, posing questions, seeking answers, reconciling what is found at one time with what is found at another, and comparing their findings with those of other children. This is PLAY.

THE TEACHER'S ROLE IN GUIDING PLAY

The teacher's attitude toward play and his/her understanding of its inherent learning possibilities is a key factor in the effectiveness of the kindergarten program. The kindergarten should be guided by teachers who have a genuine concern for children, the ability to understand and respect the individuality and needs of each child, and the skill to help children accept and utilize the realities of their lives. To provide optimum learning conditions for children, the teacher must be a keen observer and alert to ways in which children's learning can be motivated and enhanced through play.

One of the most effective means of teacher guidance is indirect. It is the management of space, time, material, and people. Providing the setting for children to play freely and creatively requires careful planning of time for play, space to play in, and materials to play with. This planning requires the teacher to be sensitive to individual behavior, development and needs of the children in the class.

Teacher guidance includes adding supplementary props and materials to lend a new dimension to children's activities after the activity is begun. Supplying informative materials such as books, pictures or manipulatives can help clarify, extend and continue children's interests and add depth of meaning to children's ideas. The teacher should also discuss plans and ideas with individuals, several children, or the entire group to correct a concept, to stimulate children's thinking and to promote an atmosphere of purposefulness.

As the teacher moves about the room, he/she may occasionally enter into the children's play. Through provocative questions or contributions of his/her own, the teacher is able to add new stimulus to a lagging interest or open the way for a shy, retiring child to join the others, or the over-dominating child to find a new challenge.

If the teacher values play as a way of learning, believes in children's ability to learn on their own at different times and in different ways and reflects this belief in the classroom, then the children will move ahead with confidence and purpose.

THE LEARNING ENVIRONMENT

The kindergarten teacher has the responsibility for planning a classroom environment which supports and promotes learning. School should offer the young child a time of exploration, experimentation and achievement in an environment rich in challenging materials and experiences. There should be enough freedom in the school environment for self-selection and self-direction to help the child learn to identify needs, develop responsibilities, work to his/her ability, communicate ideas and stimulate thinking. This means there must be a classroom atmosphere in which a child feels respected, where he/she has freedom to have ideas and beliefs, is allowed to be himself/herself, pursue interests, curiosities, and express feelings and imagination.

An optimum environment for learning should include a skilled, sensitive and consistent teacher who interacts freely with children, who values their language and listens to it. The teacher will also know how children learn and plan activities that accommodate the various learning abilities of each child. The child also needs an environment that will stimulate curiosity, a questioning attitude, and an eagerness for learning, and provide opportunities for self-selection of experiences.

Finally, the kindergarten room should not only reflect the child's work but be colorful, light, safe and healthy, and should have an adequate amount and variety of materials and child sized equipment.

LEARNING CENTERS

One way of organizing a learning environment is the creation of learning centers or work/learning areas around the room. These areas in the classroom allow children to work independently at learning activities which they have selected or which have been assigned to them by the teachers. They are not places where children go when they have finished their work. They are places where children do their work. Many of the activities in the areas would be classified by some as play, for play is a medium through which young children learn.

The learning center organization provides a means of individualizing the learning experiences of children by enabling children to work independently with the most appropriate materials. The process of establishing learning centers involves the room arrangement, selection of materials and equipment, and the sequencing of materials. This will provide the child opportunities for: direct and personal learning experiences; self-selection of activities; developing a growing sense of mastery, self-confidence and responsibility; engaging in dramatic and imaginative play; increasing oral language and acquiring more language; planning and carrying out individual or group projects; engaging in activities that develop motor skills; and for stimulating thinking through problem solving.

In arranging the room, free space for children to work should have top priority. There is no set pattern for the placement of learning center areas. To maximize the use of the centers, attention should be given to traffic patterns, noise levels (quiet activities should not be

adjacent to noisy activities), and requirements for special facilities (e.g. tables, storage, water). The arrangement should also allow the teacher to supervise the activities without distracting the child's work. The centers should not be cluttered with so many materials that it will be difficult for a child to make a choice or find a specific item.

The materials placed in each area should provide opportunities for children's exploration, practice and reinforcement of skills, problem solving and language expression. In planning and selecting equipment for the areas, the teacher should consider: (1) the available space--floor, table and storage space; (2) the money available; and (3) the abilities and interests of the children at a particular time. Materials in all of the areas must change and expand with the abilities and special interests of the children. Occasionally it may be the special interest and need of only one child that motivates a change or addition in materials. The centers will also change according to current content in the curriculum.

The establishment of learning centers is only a method of organizing for learning; it is not the curriculum or the program. There must always be on-going planning and changes made to meet the needs and interest of the individual child and the group. The success of establishing learning centers will depend on the teacher's philosophy of how children learn, perception of his/her role, and the amount of freedom given the child to be self-directing. Also important is the children's perception of how much their activities at the centers are valued by the teacher.

Construction Area

The construction area contains blocks, materials for building, and a workbench. In the block area there should be a set of unit blocks, those with various sizes and shapes, and larger wooden blocks for large constructions. There also should be accessories to block play such as trucks, cars, trains, furniture, wooden figures, barns, filling station, etc. The workbench should contain a variety of tools, wood and nails. It should be located in a safe place and have adequate work space for painting and storing of the objects made.

Dramatic Play Area

The dramatic play area should include a family corner (playhouse), various stores and puppets. Depending on the time of year or class interest, the area might be changed from a house to a grocery store, shoe shop, hat shop, dress shop, first grade, etc. The family corner should include unbreakable materials such as multi-cultural dolls, doll clothes, doll size bed and linens, carriage, child size furniture such as sinks, tables, refrigerator, stove, utensils, dishes and dress-up clothes appropriate for each family member. The kinds of accessories added to the family corner change the direction of the play experience. When adding other centers such as stores to the dramatic play area, necessary equipment should be available that is suitable for the situation.

Puppets help provide the shy courage to speak and the verbal child opportunity for creating. The puppets can include hand puppets, box

puppets, commercial type puppets, and/or those made by children. The puppet stage can be a commercial type or one the children construct.

Art Area

The art area should contain two types of resources--those for art production and those for sensory perception. The materials for art production should be available at all times and easily accessible to the child. Basic materials include: easels, paints (liquid tempera and fingerpaint), brushes, scissors (right and left handed), paste, crayons, chalks, various sizes and kinds of paper, earth clay, and an assortment of found materials (scrap box). There should also be materials to facilitate protection and cleaning such as aprons, drying rack, sponge, and water. Special materials can include yarn, string, glitter, pipe cleaners, etc. Materials should also be available to provide children experiences in sensory perception such as good art reproductions, a display of various objects found in the environment, and collections made by the children.

Music Area

The music area should provide the child with experiences for the development of musical sensitivity, experimentation and understanding. Each classroom should have a piano and record player of good quality. Materials for developing musical sensitivity include tape recorder and tapes, record player and a variety of good records. Materials providing opportunity for experimentation include various real instruments (child size), bells, autoharp, melodia, recorders, song flute, tone blocks

and rhythm instruments. Materials aiding in musical understanding include books on music and instruments, flannel board and musical cut-outs, bulletin board and a variety of pictures related to music.

Active Play Area

The active play area is once again becoming an important part of the classroom to provide children opportunity for developing gross motor skills. When room permits, climbing apparatus with a mat underneath is appropriate for the active five-year-old. Balancing equipment such as beams or boards, balls, beanbags, and jump ropes also provide gross motor activities.

Language Area

The language area should provide opportunities for the integration of all the language processes. The materials should be related to language skills of speaking, listening, reading, and writing. There should be commercial as well as teacher made materials for activities in listening, speaking, visual and auditory discrimination, eye-hand coordination, enjoying books, and making stories.

Oral language permeates all the learning center activities in which children are engaged. However, there should be one special place for children to listen to pre-recorded materials on record and tape. There should also be a tape recorder for the children to use to record their own speech. A recorded story says to the child that what the child thinks and says is important.

The language area can be divided into sub-parts specifically related to one skill such as writing and having a "writing center." This center would have a child size writing table and chair, with pencils, pens, lined paper, and a good copy of the manuscript alphabet. Blank booklets and materials for making booklets could also be available for the child to write their own stories, complete a sentence, or illustrate a sentence or word already written on a page.

Another part should be a library or reading corner with an assortment of books of various topics and levels of difficulty and located so that a child can easily select his/her own. There should be a table to sit at while looking at books, comfortable chairs, big cushions for the floor, or even a padded bathtub.

A fourth part of the language area will contain materials which provide activities related to the organization of print. The flannel board and chalkboard should be in or near this area along with pictures, alphabet letters in a variety of sizes and textures, matching games, rubber printing stamps, ink and primary pencils, and lined paper. Machines such as a primary typewriter, printing sets, language master, and the overhead projector can also provide worthwhile experiences.

Manipulation Activity Area

The manipulation activity area should contain puzzles, inlays, beads, dominoes, measuring equipment, lotto and other card and board games. This activity area should include a flannel board with various cutouts for the children to use in different counting activities, a

chalkboard and chalk, pegboard with pegs, puzzles, and an assortment of matching type games. The manipulation activity area provides opportunities for learning various skills of inter-related subject areas. For example, materials used in mathematics would include a variety of objects for counting, measuring, and experiences with shapes.

Exploration Area

The exploration area should relate to the biological, physical and earth sciences. Materials should be commercial, from nature itself, or discarded. Materials might include a terrarium, an ant farm, plants, animals in cages, an aquarium, an incubator, a bird feeder, a rock collection, a shell collection and an insect collection. The area can also include at the appropriate time a stethoscope, magnifying glass, thermometers, prisms, radiometer, tuning forks, magnets, gears, bolts, nuts, clocks, globe, maps, weathervane and rain gauge, and other materials for measuring. There should also be materials that can demonstrate cause and effect such as pendulums, balances, springs, rubber bands, etc.

The sand table offers many opportunities for construction and experimenting. Besides shovels, pails and materials for measuring, small accessories similar to the block area enhance the child's involvement.

Water play and the young child go together. Opportunity for water play can be provided in bowls, dishpans or tubs, or in a plastic swimming pool. There should also be various pieces of equipment to accompany water play such as plastic bottles, measuring cups, funnels, etc.

Various types of machines such as clocks, radios, etc., which are no longer in operation provide children with the additional opportunity for many problem-solving experiences. Children can also bring to this area materials from home or nature that they want to know more about.

A Place to be Alone

Whether a chair, a corner, a big box or a special little space, there should be a place designated where a child can be alone--a quiet and private place to dream, think, nap, cry, rock, etc. In the big, rushing, noisy, crowded lives of many children, this may be the only opportunity for an "alone" experience. When children know what is meant by this center, they will respect another child's use of it.

CURRICULUM

Since children learn in different ways and at different rates, and come to school with a wide array of experiential backgrounds, the program must allow a wide range of learning opportunities and experiences and avoid a narrow approach to curriculum. Not only must the emphasis be on the individual child, but it must be on the total development of the individual child, physically, emotionally, intellectually and socially.

Kindergarten curriculum is achieved through an integrated approach. For the young child learning is acquired through an integration of ideas and activities instead of subject headings as in the various content disciplines. Growing out of individual or group interests, or initiated by the teacher, these ideas and activities form the core of the kindergarten curriculum, and provide both stimulus and opportunity for exploration and learning. However, the primary emphasis is on process, on inquiry, and on utilizing the child's natural approach to learning--play or exploration rather than on specific skills.

Activities included in the kindergarten provide children the opportunities for experiences related to language arts (speaking, listening, reading, writing), the fine arts (music, art, creative dramatics, dance), social studies, science, mathematics, physical education, health, safety and environmental-energy education. It is <u>not</u> appropriate in kindergarten to schedule the content areas of the curriculum into small segments of time similar to the secondary school, e.g. ten minutes each area. (See

Sample Schedules pages 33-34.) There should be a consistent integration of skill and concept development within a central activity, theme or core that is multi-disciplinary.

Goals, objectives, and recommended skills for kindergarten are not included in this document but can be found in the various curricular bulletins of the Wisconsin Department of Public Instruction listed in Appendix A.

ORGANIZING THE DAY'S ACTIVITIES

A kindergarten day should provide opportunities for children to make choices and for each child to work and play at his/her own pace. Not all kinds of experiences are necessary for all children, nor do all children need to experience everything at the same time. The program should provide for some independent pursuits, for small groups of three, four or six children, and occasionally for total group activities which can be achieved at different levels of proficiency.

As pointed out in the beginning of this paper, the curriculum, philosophy, and goals for kindergarten are the same whether the program meets for a half-day or a full-day. However, developing a schedule for a full-day requires special attention to the health and physical needs of the child. When organizing for the day, the teacher should consider balance, pacing, transition and continuity of activities. The schedule for a kindergarten should provide a balance between the curriculum content areas; quiet and active play; indoor and outdoor activities; rest and activity; being with a group and being alone; individual, small group and total group activity; and finally, teacher directed and child selected activity.

Pacing

The importance of pacing of activities in the kindergarten cannot be over emphasized. The rate of speed of an activity or the movement from one activity to the next can either create or prevent the children's discipline problems, anxieties, over excitement and tiredness. What a

teacher may view as a child's fatigue or inappropriate behavior could only be too much visual or auditory stimulation or inappropriate pacing of activities. The importance of pacing of activities may be particularly noted at the beginning and ending of the school day. For example, the child awakens quickly, dresses, eats a quick breakfast and rushes for a school bus. Sitting on a bus with children of all ages, the child rides for longer than 30 minutes and then gets out of the bus onto a crowded playground before arriving at the kindergarten door. What does the child need to help begin a good kindergarten day? The child needs a quiet and restful place to relax. The child needs to have an "unfolding" time alone or with selected quiet materials to be ready to meet the demands of the school day.

It is also important to end the day in a quiet, leisurely way to ready the child for the bus ride home. Getting ready for the bus, the child should feel relaxed, but should not be sitting. Thus, rhythmic activities or active musical songs or games designed for the children's relaxing movement are appropriate.

Transition

Transition is passing smoothly or changing from one activity to another. It is the closure of one activity and preparation for the next activity. Children need to feel completion or at least ending for a time of one activity and be alerted to a change. This should not be a sudden shock such as a loud sound or abrupt change, rather an

easing into a different activity. A good transition activity could be a finger play, a relaxing poem or song to allow the children to relax and focus attention on the teacher or a new activity.

Transitions preceding and following routines such as lunch, toileting, naps, etc., need particular planning. Activities that require some housekeeping chores on the part of the teacher, the aide, and/or the children should be planned to avoid waiting in lines.

Continuity

The final general consideration in organizing the day is providing the integration of activities that flow naturally from one activity to another. Continuity must also be planned for learning experiences throughout the day and from one day to the next. This continuity should include time to practice and extend a learning experience presented in a teacher directed activity. An example of this is the presentation of a new math concept in "group time." The child should then have manipulative materials in the math center to practice the concept in a variety of ways. The teacher should also call attention to the concept in informal ways throughout the day and the next day.

PROGRAM ACTIVITIES

Personal Needs Activities

Personal needs activities include toileting, dressing, eating, and resting. The toileting needs of children should be met as the individual need occurs. Putting on and taking off special outdoor clothes takes time for a group of young children and should be planned for in the schedule. The length of the day determines the number of experiences needed for meeting the nutritional needs of the young child. The proper pacing of activities will provide the child with rest. Therefore, in a half-day program it may not be necessary to have a rest time where all children lie down on mats.

Self-Selected Activities

Self-selected activities usually occur in periods called organized play, work-play or center time. The teacher prepares a physical environment consisting of room organization and placement of materials and equipment. In self-selected activities children are free to select materials and "play around" with them as well as work with materials in an organized manner.

Curriculum experiences should be planned with recognition of the needs and interests of the individual child as well as the group. The child should have the opportunity to select a particular activity, declare the choice, be given ample time for the completion of the activity to his/her own satisfaction and then evaluate the results. From

making and carrying out plans such as this, the child not only builds good learning-work habits but becomes self-motivated and disciplined in carrying out learning pursuits.

Teacher Directed Activities

Teacher directed activities are those planned and carried out by the teacher with focus on a single activity for the entire class, a small group, or an individual child. The teacher directed activity might utilize an instructional television or radio program, group discussion, reading or telling a story, a record or tape, performing an experiment, a cooking experience, flannel board, playing a game, or using manipulatives or an occasional worksheet. Worksheets or workbook-type activities which are used with the total group and assume the same level of learning ability and achievement for all children are not appropriate in the kindergarten. Using material in this way does not adequately provide for creative effort or individuality. Worksheets require fine motor coordination, may be too difficult for some children and afford little challenge for others, thus becoming a frustrating experience for many children. It must be remembered that worksheets based on what children are doing may provide feedback to the teacher; however, worksheets test, they do not teach.

Instructional Television and radio are appropriate methods of presenting certain content area material in kindergarten. A television program should be selected because of the appropriateness to the age of the child, the content of the program, its quality in supplementing the curriculum skills or concepts presented, and the length and quality

of the program itself. Television should never be used in the kindergarten as a "time filler."

The teacher should become aware of the programs that are available for use by reviewing the Parade of Programs provided to all teachers by the Wisconsin Educational Communications Board. After identifying a program that has the appropriate content, a teacher's manual can be requested from the regional broadcast instruction council that serves the local school district. The manual identifies the objectives and basic content for each specific lesson within a series or single program. Only those lessons that reflect the current needs of students should be selected. The Parade of Programs lists the date and time that a program will be aired.

If available, the instructional media department can videotape a program allowing the teacher to preview the lesson before using it in class. After previewing the program, the teacher should read the manual for ideas on how to prepare the students to view the program. It is important to involve the students in the program, therefore, the time spent before is extremely important in alerting them to important concepts, ideas, or facts to be included in the program. A videotape of the lesson also allows the teacher to stop the lesson, review and discuss a segment and view the lesson again. Following the viewing of the lesson, involve the students in follow-up activities that reinforce the objectives of the program.

Kindergarten children are very familiar with television. However, they are used to passively viewing entertainment type programs and need

to be taught how to watch instructional television. Such instruction requires a great deal of involvement by the teacher through pre-viewing, viewing, and post-viewing activities as is the case with all teaching materials.

The special teacher may provide certain teacher directived activities. It is desirable when the art, music, and physical education specialists can include the kindergarten children in their schedule. It can be a rewarding experience for the children to work with another adult and also to have the opportunity for new and supplementary experiences other than those carried out by the kindergarten teacher in art, music and physical education. The kindergarten teacher, however, should have the major role in providing this instruction. If the specialists can work with the kindergarten children, it is recommended that it be for a block of time but a maximum of 30 minutes. This instruction is part of the kindergarten program and curriculum, thus the special teacher and the kindergarten teacher should meet at least once a month to plan future lessons which will be presented by both teachers.

DEVELOPING A SCHEDULE

In effective programs for young children, schedules need to provide time and opportunity for continuous learning with variation for individual interests and activities. Schedules should reflect concern for the developmental needs of the child as well as for that which is considered significant in curriculum content. Schedules should be flexible and arranged in blocks of time rather than in brief, specific segments. The length of the school day, the season, the weather, the size of the group, and the type of physical plant influence the program. A large portion of time should be set aside for the children's choice of activity, providing necessary opportunity for an individualized approach. To bring balance to the program, provision should be made for large and small group experiences and for active and quiet periods. If the setting permits, a schedule may provide for simultaneous use of indoor and outdoor activities.

One of the most powerful resources the teacher has at his/her disposal is time. Except for the scheduling of special teachers or the lunch period, the kindergarten teacher has complete control of how a child spends the time after arriving at school. This puts great power in the hands of teachers to control how other human beings spend their time. Therefore, when considering program balance, (p. 23) the teacher must be aware of whether this balance exists among curriculum content areas, as well as self selected and teacher directed and personal needs activities. When analyzing a schedule, it is suggested that the teacher look at the minutes spent each week in the various activities and curriculum content areas and divide these minutes by the total minutes a

child is in school each week. This will give a percentage of time the child is engaged in a certain activity. Is there a balance?

The following represents a sample distribution of the percentages of approximate time felt appropriate for the kindergarten child to be involved in daily activities as discussed on pages 27-30.

Personal needs activities	6%
Self-selected activities	47%
Teacher directed activities	47%

Within the self selected and teacher directed activities, children will be engaged in the various content area of the curriculum. Approximately within a week's time the following percentages are felt to be appropriate in the kindergarten program.

Art	10%
Health and safety	5%
Language arts (speaking, listening, reading writing)	25%
Mathematics	10%
Music	14%
Physical education	12%
Science	12%
Social studies	12%

Sample Schedules - Half-Day Kindergarten

ARRIVAL ACTIVITIES - Quiet activities opening routine, planning for the session

GROUP TIME - Curriculum content activities

or

Inquiry activities (science, math, social studies)

or

Expository activities (language arts)

CENTER TIME - Self-selected activities in learning and/or interest centers

NUTRITION BREAK

GROUP TIME - Curriculum content activities

or

Physical activities (gross motor development, rhythms)

or

Artistic activities (music, art, language arts)

CLOSING ACTIVITIES - Evaluation of the day and gathering materials

Sample Schedules - Full-Day Kindergarten

ARRIVAL ACTIVITIES - Quiet activities, opening routine, planning for the day

CENTER TIME - Self-selected activities in learning centers

NUTRITION BREAK

GROUP TIME - Curriculum content activities in language arts, or mathematics, or health, or instructional television, or the fine arts

or

Inquiry activities (science, math, social studies)

or

Expository activities (language arts)

LUNCH TIME

REST TIME - Rest on mats and quiet activities

GROUP TIME - Instructional television, or science, or social studies, or the fine arts, or physical education

or

Artistic activities (music, art, language arts)

CENTER TIME - Self-selected activity in interest centers

GROUP TIME - Language arts, or fine arts, or physical education

or

Physical activities (gross motor development, rhythms)

CLOSING ACTIVITIES - Evaluation of the day and gathering materials

THE FULL-DAY KINDERGARTEN

Developing the schedule for a full-day kindergarten can be difficult for a teacher prepared to teach a half-day program. One of the biggest differences in planning a schedule are the personal needs activities. In a full-day program, there should be a morning and an afternoon nutrition break and a nutritious lunch. It is desirable that the kindergarten children eat together with a familiar adult in a small group rather than joining the older children in the lunchroom. In many schools an outdoor recess is included in the lunch period. The kindergarten child should not be sent out on the playground for recess in the same area with all the elementary children. The young child's physical and emotional well being are in danger when put in too large a group with older children. Outdoor kindergarten play areas should be close to the building but separated from those of older children for safety reasons as well as for meeting developmental needs of the children.

The full-day program should include an extended rest period of at least 30 minutes when children may lie on cots or mats and completely rest in silence. Although proper pacing of activities provides some rest for the child, an extended rest should be planned after the lunch period. The child should be able to lie down on a cot or mat with pillow and cover, and be allowed to sleep as long as he/she wishes. Everyone should rest for a little while; however, children who do not sleep should be permitted to get up and be assisted in having a quiet time through the use of equipment or activities which will not disturb other children. A child could take the material to his/her mat or go to a specified area of the room. Suggested quiet activities are a

"quiet box" filled with items such as a book, puzzle, manipulative toy, cards, crayons and paper, etc.

Just as music can support movement, happiness, joy, and play, so can it help in establishing a mood for rest. Instrumental music that is relatively slow in tempo and low in volume is the most appropriate kind to play during rest time.

In a full-day kindergarten program both the children and teacher may be tired in the latter part of the day. Therefore, there needs to be special materials set aside for that time when everyone is tired, when the weather is inclement, when everyone is too excited, or when it's just been a "bad day." These materials should be different from those available every day and should not require too much cleaning up. Examples of these "tired time" materials not available during other periods of the day are scrap materials to make a collage, a new book, game or puzzle, listening to a new record or tape in the listening center, listening to a familiar story or engaging in creative dramatics.

The Full-Day Program Which Does Not Meet Daily

Financial constraints is the primary reason offered by those local school boards who have chosen to have a full-day, alternating day kindergarten program even though the vast majority of school districts continue to provide half-day, every day kindergarten programs. If a school district chooses a full-day, alternating day program, then special plans must be made in order to provide continuity in learning experiences for the young child.

First, since continuity in learning is interrupted, there should be special communications with the parents so that the parent can provide follow-up activities for children on the alternate day they are at home. This communication can be in the form of weekly or monthly newsletters, with a description of what will be done in school and suggested activities which the child can do at home. Work sheets or partially completed projects that will reinforce a new skill or concept introduced at school can be taken home by the child.

Second, pacing and presentation of materials is important in learning. Having a full-day kindergarten program does not mean twice as much is taught. Retention of concepts or learned materials is dependent on the "pacing" of presentations. Too much material presented too fast produces poorer learning. New learning is better when students have enough time to master lessons and materials. When children do not attend daily, they will need a longer warm-up period, repeated presentations, and reinforcement of the previous lesson because of the long interval between presentations. Teaching excessive amounts of information at one time is not as effective as spacing material over several lessons; therefore, correct spacing and timing of lessons must be planned by the teacher. Schedules should be flexible so the teacher can determine the most appropriate time to present materials.

Third, the teacher must not assume or expect children attending on alternate days to remember the previous school day's work generally as well as when school attendance is daily. It is likely that the teacher must continuously review previous learnings, provide review and practice time and present new materials only when the child shows readiness.

Planning for a Full-Day Kindergarten

To successfully change the kindergarten program from a half-day to a full-day, it behooves the school board to have a well-organized, carefully thought out plan. The plan should begin well in advance of the change in the program. Following is an example of elements to be considered in preparing such a plan.

1. The school board initiates a discussion and directs the school administration to investigate/research changing the kindergarten schedule to a full-day.
2. The school administration discusses the ramifications of the school board action with the teachers whose help is sought in the investigation and planning.
3. Data is collected on the full-day kindergarten through the Department of Public Instruction-Wisconsin Dissemination Project, other districts which have a full-day kindergarten, a review of the available research and literature, consulting early childhood specialists, and surveying parents of prospective kindergarten children in the district.
4. Citizens express views and discuss reactions with the school board as part of the regular board agenda.
5. School administration and kindergarten teachers present data and recommendations to the school board.

If the school board makes the decision to change the kindergarten to a full-day program, the following should be considered:

1. Have a PTA/PTO meeting to discuss the full-day kindergarten.

2. Meet with the parents of children entering kindergarten to listen to views of parents and discuss the decision to change to a full-day.
3. Have teachers visit successful full-day programs and discuss necessary changes with those full-day kindergarten teachers.
4. Receive program guidelines and assistance from the Department of Public Instruction.
5. Hire teachers (2-5 days) at conclusion of school in order to plan a schedule for full-day, order any new equipment, and develop communications for parents.
6. Send parents a letter during the summer which explains the full-day kindergarten. Include suggestions for preparing the child for kindergarten and the full-day, and a bus schedule or calendar.
7. Hold an inservice for kindergarten teachers with special time for preparing for the new program.
8. Hold a kindergarten parents' meeting at the beginning of the school term to discuss the full-day schedule, the curriculum, and things parents can do to help their child.
9. Evaluate the first semester of the new plan and make suggestions of possible changes to make during second semester or next year.

CONCLUDING STATEMENT

The kindergarten will grow in value as our vision of life and our insight into the meaning of education deepens and broadens. It will be altered from year to year by reflecting upon what we have attempted and what we have accomplished. Out of this will come a new vision, a higher standard which will enable us to reconstruct and create newer and more ideal courses of study for the children of the future.

Patty Smith Hill
International Kindergarten Union
Second Report - 1913

It is important to reflect upon what the kindergarten program has been and what it is today, and seek a new vision for the children of the future. The "vision" that has been presented in this document is a kindergarten of happy, involved children who communicate and learn in a variety of ways.

The kindergarten teacher values the individuality of children and provides for the uniqueness, needs and interests of the child through thoughtful pre-planning. There is a classroom atmosphere in which the child feels respected, has freedom to pursue individual interests and express ideas, feelings, and imagination.

The learning activities are purposeful, varied, and provide experiences which lead children to independent thinking. By having a balance of self selected and teacher directed activities, the child will have opportunity to develop responsibility, work to his/her ability, communicate ideas, and learn.

Finally, play is the most worthwhile activity of children. It incorporates exploration, imitation, movement, manipulation of objects, interaction and language from which the young child gains knowledge and understanding of self and the world around him/her. Play is the medium through which young children learn.

APPENDIX A

Curricular Bulletins

A Conceptual Approach to Art Curriculum Planning K-12. No. 184, $1.00.

English Language Arts in Wisconsin. No. 468, $2.25.

Helping Your Child Discover. No. 9534, Free.

Kindergarten Experiences in Living and Learning. No. 1680, $1.25.

Kindergarten Curriculum Issues - Play. No. 8063, $.75.

Kindergarten Curriculum Issues - Reading. No. 8312, $.75.

Music Curriculum Guide. No. 159, $1.00

Skill Development in the K-6 Social Studies Program. No. 5193, $2.00

These bulletins may be ordered by writing to Publication Sales, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841 Madison, WI 53707. The price includes postage and handling. A purchase order is required from all schools and government institutions (please include the bulletin number). All other orders must be accompanied by the remittance. Checks should be made payable to Department of Public Instruction.

APPENDIX B

Kindergarten Bibliography

Barbee, Walter B., et al. Basic Skills in Kindergarten: Foundations for Formed Learning. Columbus, Ohio: Zaner-Blaser, 1980.

Brophy, Jere E., T.L. Good and S.E. Nedler. Teaching in the Preschool. New York: Harper & Row, 1975.

Butler, Annie Louis, E.E. Gotts and N. Quisenberry. Play as Development. Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Cohen, D.H. and M. Rudolph. Kindergarten and Early Schooling. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Copple, C., I.E. Sigel and R. Saunders. Educating the Young Thinker: Classroom Strategies for Cognitive Growth. Cincinnati, Ohio: Van Nostrand Reinhold Co., 1979.

Croft, Doreen J. Parents and Teachers: A Resource Book for Home, School and Community Relations. Belmont, California: Wadsworth Publishing Co., 1979.

Epstein, Herman T. "Growth Spurts During Brain Development: Implications for Educational Policy." In J. S. Chall and A. F. Mansky (Eds.), Education and the Brain, 1978 Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 2:343-370, 1978.

Fowler, William. Infant and Child Care: A Guide to Education in Group Settings. Boston: Allyn & Bacon, 1980.

Frost, Joe L. and B.L. Klein. Children's Play and Playgrounds. Boston: Allyn & Bacon, 1979.

Hendrick, Joanne. Total Learning for the Whole Child. St. Louis: C.V. Mosby Company, 1980.

The Whole Child, New Trends in Early Education, 2nd Edition. St. Louis: C.V. Mosby Company, 1980.

Hohmann, Mary, Bernard Banet and David P. Weikhart. Young Children in Action. Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1979.

Holt, Bess-Gene. Science with Young Children. Washington, D.C.: National Association for the Education of Young Children, 1980.

Hunt, J. McVicker. "Reflections on a Decade of Early Education," Journal of Abnormal Child Psychology. Volume 3, No. 4, 1975, pp. 275-330.

Hymes, James L. Teaching the Child Under Six. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Jones, Elizabeth. Dimensions of Teaching-Learning Environments: Handbook for Teachers. Pasadena, California: Pacific Oaks College Press, 1977.

McCarthy, Melodie A. and J.P. Houston. Fundamentals of Early Childhood Education. Englewood Cliffs, New Jersey: Winthrop Publishers, c/o Prentice-Hall, Inc., 1980.

Nedler, Shari E. and O.D. McAfee. Working with Parents: Guidelines for Early Childhood and Elementary Teachers. Belmont, California: Wadsworth Publishing Co., 1979.

Papalia, Diane E. and Sally Wendhas Olds. A Child's World: Infancy Through Adolescence. Second Edition. New York: McGraw-Hill Brooke, 1979.

Ramsey, Marjorie E. and K.M. Bayless. Kindergarten Programs and Practices. St. Louis: C.V. Mosby Company, 1980.

Schickedanz, Judith, et al. Strategies for Teaching Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Seefeldt, Carol. Curriculum for Preschools, 2nd Edition. Columbus, Ohio: Charles E. Merrill Publishing Co., 1980.

Teaching Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Seefeldt, Carol (Ed.). Curriculum for the Preschool Primary Child: A Review of the Research. Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.

Spodek, Bernard. Teaching in the Early Years, 2nd Edition. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1978.

Walsh, Huber M. Introducing the Young Child to the Social World. New York: The Macmillan Co., 1980.

Wann, Kenneth, Miriam Dorn and Elizabeth Liddle. Fostering Intellectual Development in Young Children. New York: Teachers College, Columbia University, 1962.

Weininger, Otto. Play and Education: The Basic Tool for Early Childhood Learning. Springfield, Illinois: Charles C. Thomas Publisher, 1979.